



Year 4 Term 1 Week 7
Week beginning 12.10.2020

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
<p>Vocab Ninja: Shinobi Words (5 a week) Children to carry out the following step when completing this:</p> <ol style="list-style-type: none"> 1. Write the date 2. Write the word of the day 3 times 3. Write the definition 4. Create your own sentence including the word of the day or challenge yourself to use one of the anonyms/synonyms. <p>Children can also look at including a prefix/suffix to their word. Encourage children to be as creative as possible with their sentence/s.</p>	<p>Vocab Ninja: Shinobi Words (5 a week) Children to carry out the following step when completing this:</p> <ol style="list-style-type: none"> 1. Write the date 2. Write the word of the day 3 times 3. Write the definition 4. Create your own sentence including the word of the day or challenge yourself to use one of the anonyms/synonyms. <p>Children can also look at including a prefix/suffix to their word. Encourage children to be as creative as possible with their sentence/s.</p>	<p>Vocab Ninja: Shinobi Words (5 a week) Children to carry out the following step when completing this:</p> <ol style="list-style-type: none"> 1. Write the date 2. Write the word of the day 3 times 3. Write the definition 4. Create your own sentence including the word of the day or challenge yourself to use one of the anonyms/synonyms. <p>Children can also look at including a prefix/suffix to their word. Encourage children to be as creative as possible with their sentence/s.</p>	<p>Vocab Ninja: Shinobi Words (5 a week) Children to carry out the following step when completing this:</p> <ol style="list-style-type: none"> 1. Write the date 2. Write the word of the day 3 times 3. Write the definition 4. Create your own sentence including the word of the day or challenge yourself to use one of the anonyms/synonyms. <p>Children can also look at including a prefix/suffix to their word. Encourage children to be as creative as possible with their sentence/s.</p>	<p>Vocab Ninja: Shinobi Words (5 a week) Children to carry out the following step when completing this:</p> <ol style="list-style-type: none"> 1. Write the date 2. Write the word of the day 3 times 3. Write the definition 4. Create your own sentence including the word of the day or challenge yourself to use one of the anonyms/synonyms. <p>Children can also look at including a prefix/suffix to their word. Encourage children to be as creative as possible with their sentence/s.</p>
<p>Maths: WALT – To convert between unit of measure. Starter: mental arithmetic/times tables/place value Task: Children to be given a selection of units of measure to convert. Cm – centimetres mm- millimetres g – grams kg kilograms m – metre ml – millilitre l-litre Convert the following:</p> <ol style="list-style-type: none"> 1. 1 cm = ?mm 2. 1mm = ?cm 3. 1m = ?cm 	<p>Maths: WALT – To measure and compare units of measure. Starter: mental arithmetic/times tables/place value Task: Using a selection of items/objects, children to measure and compare them using different unit of measure. https://classroom.thenational.academy/lessons/measuring-and-comparing-length-in-mixed-units-cm-and-mm-64r64c?from_query=measure+and+compare+unit Completing this at home, measure a range of items around your home</p>	<p>Maths: WALT – To add and subtract units of measure. Starter: mental arithmetic/times tables/place value Task: children to be given a selection of calculations to which they need to solve. Add and subtract the following units of measure:</p> <ol style="list-style-type: none"> 1. 150 cm + 215cm = 2. 5mm + 19mm = 3. 429 g – 206 g = 4. 174 kg – 152 kg = 5. 6m + 9m = 6. 233ml – 175ml = 	<p>Maths: WALT – To calculate money. Starter: mental arithmetic/times tables/place value Task: children to be given a selection of equations to answer using appropriate methods. Calculate the following money:</p> <ol style="list-style-type: none"> 1. £3.42 + £2.31 = 2. £7.56 - £4.82 = 3. £2.95 + £6.23 = 4. £1.58 - £1.42 = 5. £15.26 + £25.34 = 6. £39.84 - £22.79 = <p>https://classroom.thenational.academy/lessons/money-bags-1-</p>	<p>Maths: WALT – To estimate and compare money. Starter: mental arithmetic/times tables/place value Task: children to estimate and compare money in a range of contexts. https://classroom.thenational.academy/lessons/to-compare-different-amounts-of-money-6gwk8c?from_query=estimate+and+compare+money</p>



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<p>4. 100cm = ?m 5. 100g = ?kg 6. 100kg = ?g 7. 100ml = ?L 8. 1L = ?ml</p> <p>https://classroom.thenational.academy/lessons/converting-between-metric-units-of-length-6cu3cc?from_query=convert+between+units+of+measure</p> <p>Completing this at home, convert the above units of measure.</p>	<p>and compare them with each other. Remember to measure using CM/MM/M/G/KG/ML/L</p>	<p>Completing this at home, add and subtract the above calculations.</p>	<p>c4u6ac?from_query=calculate+money Completing this at home, calculate the following money sums above.</p>	
<p>English: WALT – To develop a script between characters. Children to write a play script between characters of their choice. Encourage children to ensure they have all parts of their script between the characters ensuring they are following:</p> <ol style="list-style-type: none"> 1. Character names before their speech. 2. Each new piece of speech is on a new line. 3. No speech marks are needed. 	<p>English: WALT- To write a detailed setting description. Children to write a detailed setting description of their stage show setting. Encourage children to detail all the different aspects of the setting as if they were writing a scene description for a play.</p> <p>Image below for this task.</p>	<p>English: WALT – To detail the directions used in a play. Using the selection of images from The School of Rock stage show, children need to detail the stage direction that would have been given to the actors/actresses before they created that scene.</p> <p>Image below for this task.</p>	<p>English: WALT- To generate ideas. Children to generate ideas for their own play script. Refer back to the features of a play script to ensure that the children plan for each section effectively.</p> <p>The following sections they need to plan for are:</p> <ul style="list-style-type: none"> • Play title • Character names • Costumes • Scene settings • Spoken script between the characters - speech • Stage directions • Character directions within speech 	<p>English: WALT – To plan a play script. Using their generated ideas, children to form this into a formal plan.</p> <p>Each of the following sections should have its own part within a boxed up plan format.</p> <ul style="list-style-type: none"> • Play title • Character names • Costumes • Scene settings • Spoken script between the characters - speech • Stage directions • Character directions within speech
<p>Intro to forest school Safety around the area.</p>	<p>Recap on what we looked at yesterday in forest area. Safety around the area.</p>	<p>Recap on what we looked at yesterday in forest area. Safety around the area</p>	<p>Recap on what we looked at yesterday in forest area. Safety around the area</p>	<p>Recap on what we looked at yesterday in forest area. Safety around the area</p>



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Viewing the area and what do you notice? Three things that show signs of autumn. Collect or take note of three. Discussion points Width and length of leaves, stems and tree trunks (cm and mm)	Width and length of leaves, stems and tree trunks (cm and mm)	Plaiting grasses to create hanging decoration	Plaiting grasses to create hanging decoration	Finding different textures within woods. Compare three different ones.
Conservation How could we change the area so that we could explore better and notice signs and changes of nature? Clear and create paths for easier access	Conservation group work on paths Second group work on moving branches on pile Third group work on measuring size of forest. (cross curricular maths) Clear and create paths for easier access	Conservation group work on paths Second group work on moving branches on pile Third group work on measuring size of forest. (cross curricular maths) Clear and create paths for easier access	Conservation group work on paths Second group work on moving branches on pile Third group work on measuring size of forest. (cross curricular maths)	Conservation group work on paths Second group work on moving branches on pile Third group work on measuring size of forest. (cross curricular maths)
Drawing task Find three leaves/buds / flowers/seeds that are larger than a 10p coin but smaller than a A4 piece of paper.	Draw seed pod after examination and discussion. label	Weaving the flexible Look for materials that we can use to weave a pattern that are stronger than grass but flexible enough to manipulate.	Creating individual coaster size weaved patterns. These can be glued together/pressed after they have dried if they are wet/damp.	What have you most enjoyed and reasons? Children to create a poster of what they enjoyed the most and why and also look at adding, what they would like to do if they had the chance to visit forest school again.
<u>Time for reflection</u> Discussion of most interesting thing they noticed	<u>Time for reflection</u> Discussion of most interesting thing they noticed	<u>Time for reflection</u> Discussion of most interesting thing they noticed	<u>Time for reflection</u> Discussion of most interesting thing they noticed	<u>Time for reflection</u> Discussion of most interesting thing they noticed
<u>Mindfulness</u> Deep breathing activity in circle	<u>Mindfulness</u> Deep breathing activity in circle	<u>Mindfulness</u> Deep breathing activity in circle	<u>Mindfulness</u> Deep breathing activity in circle	<u>Mindfulness</u> Deep breathing activity in circle



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English setting description image:



English direction lesson images:

